

**Central Okanagan
Public Schools**

Together We Learn

Annual Enhancing Student Learning Report

Review of Year 2 of the Central Okanagan Public
Schools 2021 – 2026 Strategic Plan

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Central Okanagan Public Schools

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District Context

Central Okanagan Public Schools is situated in the Okanagan valley on the unceded, traditional territory of the Okanagan syilx people. We are proud to provide educational services to over 230,000 citizens living in 4 municipalities (Peachland, West Kelowna, Kelowna, Lake Country), Westbank First Nation and the Regional District of Central Okanagan.

We are the 5th largest school district in British Columbia serving over 24,500 students and their families in 48 school sites, 3 Learning Centres, 8 StrongStart Centres, 18 pre-school partnerships and 23 Childcares located on school sites.

A workforce of approximately 2,200 educators and 1,800 support staff provides learning services to an increasingly diverse population of students. During the 2021-2022 school year, 2,945 students (K-12) identified as Indigenous (First Nations, Métis or Inuit) from 61 Bands and territories representing over 13% of the District's student population.

The Internationalization of local schools has been growing each year in response to world events and the growth of the local community. During the 2021/2022 school year, Central Okanagan Public Schools welcomed and supported 1,610 new immigrant children and their families from 85 countries in addition to 454 international students from 54 countries.

We are dedicated to creating inclusive and equitable learning environments through our work supporting 3069 students with disabilities and diverse abilities.

Current Strategic Plan Priorities

The Purpose of Central Okanagan Public Schools is *"To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community"*.

To realize this future for our students, our Overarching Goal is for *"Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens"*.

The Central Okanagan Public Schools 2021 – 2026 Strategic Plan identifies 4 strategic directions that represents a collective theory of action for our School District's educators to realize a co-created and shared vision for learning for each student.

Equity and Excellence in Learning

We believe equity empowers each learner to thrive holistically. We also believe that each learner achieves excellence in learning when they have the confidence and competencies to pursue their passions and strengths.

For the 2022/2023 school year, we will continue to prioritize creating inclusive learning in our schools, build our capacity to support the intentional design of learning and encourage collaborative professionalism amongst educators through focussed learning networks.

Transformative Leadership

We believe in an ever-changing world, transformative leadership is a powerful catalyst for continuous improvement and growth that positively impacts our system, each school community, and ultimately each learner.

During the 2022-2023 school year we will continue to prioritize our work to deepen coherence around powerful transformative leadership. We have re-designed our meeting structures to reflect collaborative learning leadership networks that serve to develop our educational leaders' agency in their professional learning.

Family and Community Engagement

We honour the knowledge and experience that families and the community bring to our schools. By partnering together to improve student learning, opportunities for deep and meaningful engagement will emerge that supports, enriches, and nurtures each child in our care from cradle to career. The District encourages families and community members to engage in many different ways. Examples include interactive online digital survey tools (ie: ThoughtExchange), participation in the Central Okanagan Parent Advisory Council and regular meetings of Partners for Inclusive Education.

Central Okanagan Public Schools will continue to develop authentic and generative family and community engagement during the 2022 – 2023 school year. Evidence of family and community engagement is documented throughout the school year on school websites, newsletters, Inside 23 and in our quarterly "Together We Learn" publication. We are looking forward to re-establishing our Family of Schools Community Learning Forums to re-connect with our families to share the incredible learning taking place in our schools.

In addition, we will continue to nurture and develop a broad range of value-added community partnerships that include local first nations, municipal governments, post-secondary institutions, child and youth mental health organizations and the early learning and childcare community. For the 2022-2023 school year, the following partnership projects will be a priority:

- Early Learning and Child Care Partnerships
- Child Advocacy Centre, The Foundary and Child & Youth Mental Health (CYMH)
- [Co-Curricular-Making: Honouring Indigenous Connections to Land, Culture, and the Relational Self](#)

Our work on family and community engagement is founded on a welcoming culture built on relationships, mutual trust, openness, and transparency. Our community partners play a critical role in supporting our students and their families in our care. Through this work we strive to ensure public assurance in our schools

System Wellbeing

We believe in sustainable practices that provide support to each learner today without compromising or reducing the ability to support each of our learners in the future. Moving forward, in a culture of growth, innovation, engagement and wellness, ensures that we can adapt to changing environments while continuously supporting each of our learners.

As we move forward from the pandemic, we will prioritize efforts to encourage and support staff and student wellness during the 2022-2023 school year.

In addition, we will be considering innovative and sustainable strategies to optimize current operational practices in response to increasing enrollment, facility space and budget pressures.

District Successes

Central Okanagan Public Schools regularly recognizes, celebrates, and documents evidence of student learning in each of our schools. Evidence of ongoing student learning and success is documented and shared with the community in the following ways:

- Superintendent of Schools/CEO Weekly Newsletter
- Board of Education – Inside 23 Presentations
- [Together We Learn Quarterly Publication](#)
- District, school, department/program websites and monthly newsletters
- [Instructional Leadership Website](#)
- School Community Student Learning Plans, Conversations, and Forums

In relation to the District's Overarching Goal for learners to develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens, the following strategic efforts and actions have had notable impact on improving student learning outcomes during the 2021 – 2022 school year

[Equity in Action for Truth and Reconciliation Agreement](#)

The District's 2020-2025 Equity in Action for Truth and Reconciliation Agreement is in its second year of implementation. The focus has been on creating equitable opportunities for Indigenous learners, including:

- The eighth Local Education Agreement (LEA) with Westbank First Nation was signed on June 27, 2022. Senior staff, Indigenous Education Administration and members of Westbank First Nation met, on a regular basis, for eight months, to co-write the 2022-2027 LEA.
- The new Local Education Agreement includes the creation of a Community Table, providing opportunities for Westbank First Nation education staff and Central Okanagan Public Schools staff to collaborate on how best to support Westbank First Nation students and families.
- Central Okanagan Public Schools welcomed back the Elders in Residence support program.
- Schools continued to decolonize learning spaces and embed local Indigenous teachings within curriculum (K-12).
- The District opened the Academy of Land-based Learning for nearly 100 Middle School Indigenous Learners.
- The District added Middle School Tutors to support Indigenous learners at Constable Neil Bruce Middle School, Springvalley Middle School, Rutland Middle School, and Westbank First Nation Youth Centre.
- Preparing for the implementation of the Indigenous focused Graduation Requirement.

6-Year BC Resident Completion Rate

The Indigenous 6-Year graduation rate increased 7% over the past 5 years to 83% of Indigenous students earning their Dogwood Graduation Diploma in 2020 - 2021. This is 4.5% increase from the previous year and 10.5% above the provincial average. 100% of Indigenous students living on reserve (Westbank First Nation) have graduated with a Dogwood Diploma for the past 3 years.

Over the past 5 years, the 6-Year BC Resident Completion Rate has increased 3.3% from 90.2% to 93.5%. This is 3.4 % above the provincial average. When the District includes students that successfully complete their Dogwood Diploma or Evergreen Certificate, the 6-Year Completion rate is 96.9%

The steady increase of the 6-Year BC Resident Completion Rate is supported by the work of Career Life Programs that enhance student learning through a variety of academic, apprenticeship, trade and post-secondary dual credit programs in partnership with BCIT, Okanagan College, the Justice Institute of BC, and UBC Okanagan. These programs provide opportunities for high school students to start a post-secondary program while completing their high school graduation.

K – 3 Early Learning and Literacy Performance

Over the past several years, the District's Early Learning and Instructional Leadership Teams have supported primary teachers in the development of pedagogies that improve student outcomes in literacy. Reading performance data from the locally developed Early Learning Profile Literacy Assessment indicates that 85% of grade 3 students have met grade level reading outcomes for the past 5 years.

Social Emotional Learning and Mental Health Outcomes

Over the past 3 years, Central Okanagan Public Schools has made significant investment in social emotional and mental health supports in schools to increase direct services to students and their families. The District has added 14 school-based Social Emotional Teachers to elementary schools with vulnerable student populations. In addition, the District partners with the following community agencies to provide mental health support services to students in Central Okanagan Public Schools:

- Child Mental Health Association - The Foundary - Kelowna
- The Child Advocacy Centre
- ARC Programs
- Central Okanagan Family Hub - Kelowna Community Resources

Strategies and Structures for System Alignment and Coherence

Central Okanagan Public Schools is a research-based, evidence informed organization that continuously learns, adjusts, adapts and responds to the diverse learning needs of students and staff in a complex, interdependent learning ecosystem.

The District prioritizes resources to support the following strategies and structures to bring further alignment across all schools and deepen coherence and understanding of pedagogy that will achieve the District's Overarching Goal:

- Competency-Based Learning Leadership Development Program
- Instructional Leadership Team
- Collaborative Learning Services
- Professional Learning Networks

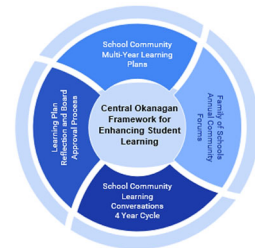
Strategic Engagement for Continuous Improvement

Central Okanagan Public Schools employs multiple strategic engagement strategies for continuous improvement to ensure that members of our community have opportunities to participate in processes to analyze, interpret and understand student achievement data.

Central Okanagan Framework to Enhance Student Learning (COFESL)

The Central Okanagan Framework to Enhance Student Learning was designed and co-created with partner groups to meet the requirements of the Ministry of Education's policy for Student Success, achieve the District's Overarching Goal and bring alignment and coherence across all 48 schools. The framework is founded on the OECD 7 Principles of Learning, First People's Principles of Learning and is focused on the development of the pedagogical core as the fundamental process to achieve excellence and equity for each learner.

The COFESL consists of 4 structures that provide opportunities for members of the District and school community to come together to engage in deeper conversations about the current state of student learning and plans to enhance learning in the future.



School Community Student Learning Plans

Guided by the Spirals of Inquiry process developed by Drs. Judy Halbert and Linda Kaser, school leaders engage students, staff, and parents/guardians in a scanning process to collect and analyse evidence of student learning which is used to co-create school student learning priorities/goals. The School Community Student Learning Plans represent an ongoing inquiry process designed to engage members of the school community in a continuous improvement process.

Figure 1: Sample School Community Student Learning Plan

School Community Student Learning Plan

District Overview	School Overview	School Learning Story	School Scan	Focusing	Evidence of Learning	Taking Action & Learning	Checking	Approval
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District Overview

Vision:
Together We Learn.

Purpose:
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal:
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources
[District Strategic Plan](#)
[School of Success Framework](#)
[School of Success Framework](#)

School Community Student Learning Plans meet the requirements of the School Act and the Ministry's Student Success Policy and are approved by the Board of Education annually.

Family of Schools Annual Community Learning Forums

Each school year, Community Learning Forums are hosted in each Family of Schools. The Forum is a strategic engagement process to bring together parents/guardians, students, educators, and community members to engage in conversations about the current state of student learning and plans to enhance learning in the future.

The Learning Forum is an interactive, networking event where each school in the family of schools is represented by a team of administrators, teachers, and students to highlight student learning priorities and engage members of the community in the learning taking place at their school. In addition, parents and members of the community can learn about a variety of District programs and services and how they support student learning across the District. The forums provide parents and community members with first-hand knowledge of the innovative learning within each school, while giving parents an opportunity to ask questions and provide feedback. These forums are purposefully planned to promote open and supportive relationships with members of the school communities and continue to build public confidence in the schools within Central Okanagan Public Schools.

School Community Student Learning Conversations

Once every four years, each of the 48 schools in the District participate in a School Community Student Learning Conversation engagement process. The School Community Student Learning Conversation (SCSLP) process includes trustees, District staff, parents, students, and members of the school community and is designed to engage team members in deeper conversations about the current state of student learning and plans to enhance learning in the future.

The SCSLC is led by the school principal in collaboration with members of the school community designed to validate the status of student learning through evidence of learning that include observations, conversations, and artifacts. Through collaborative dialogue about the pattern and trends of student learning outcomes, the team identifies potential areas for continuous improvement of student learning. The SCSLC process is a valuable opportunity for school teams to authentically engage members of the school community to listen and learn about potential areas to improve student learning.

Learning Plan Reflection and Board Approval Process

Each year, Assistant Superintendents engage school Principals and their teams in a reflection process to assess progress of school student learning priorities identified in their School Community Student Learning Plans. The reflection process identifies evidence of student learning that illustrates the impact of strategies and structures on student learning outcomes and progress towards student learning goals. This information is collated and presented at a public meeting of the Board of Education to inform the approval process of the school plans for the upcoming school year.

Board and District Committees

Central Okanagan Public Schools supports the strategic engagement of students, parents/guardians, staff, education partners, Indigenous Rightsholders and Indigenous peoples through a variety of Board and District committees. These include:

- Indigenous Education Council (Monthly)
- District Student Council (Monthly)

- Central Okanagan Parents Advisory Council (Monthly)
- Partners for Inclusive Education (Quarterly)
- Education and Student Services Committee (Monthly)
- Planning and Facilities Committee (Monthly)
- District Human Rights Committee (Monthly)
- District Health Promoting Schools Committee (Monthly)
- Finance and Audit Committee (Monthly)
- District Early Years Partnership Committee (Monthly)
- District Safe Schools Committee (Monthly)

Committees publish agendas and reports/minutes of meetings. This information is collated and informs progress towards goals and continuous improvement planning.

Student Performance Data Analysis and Interpretation

Intellectual Development

Central Okanagan Public Schools develops the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Measure 1.1: Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.

Evidence – Foundations Skills Assessment

Analysis – Patterns and Trends Grade 4 Literacy/Reading

- The 3-year trend for all students in Grade 4 Literacy/Reading is trending upwards with an average of 79% of students on-track or extending. This is 2% above the 3-year Provincial average for students in Grade 4 over the past 3 years.
- The 3-year trend for Indigenous students in Grade 4 Literacy/Reading is trending upwards with an average of 70% of Indigenous students on-track or extending. This is 6% above the 3-year Provincial average for Indigenous students in Grade 4 for the past 3 years. There is an average of 9% difference when comparing the percentage of non-Indigenous students on-track or extending in literacy/reading to the percentage of Indigenous students over the past 3 years.
- The 3-year trend for students with disabilities or diverse abilities in grade 4 literacy varies over the past 3 years with an average of 64% of students on-track or extending. This is 3 % below the provincial average for students with disabilities or diverse abilities in grade 4.

Analysis – Patterns and Trends Grade 7 Literacy/Reading

- The 3-year trend for all students in Grade 7 Literacy/Reading is trending down with an average of 73% of students on-track or extending. This is 3% below the 3-year Provincial average for students in Grade 7 over the past 3 years.

- The 3-year trend for Indigenous students in Grade 7 Literacy/Reading is trending down with an average of 60% of Indigenous students on-track or extending. This is 1% above the 3-year Provincial average for Indigenous students in Grade 7. There is an average of 13% difference when comparing the percentage of non-Indigenous students on-track or extending in literacy/reading to the percentage of Indigenous students over the past 3 years.
- The 3-year trend for students with disabilities or diverse abilities in grade 7 literacy is trending down over the past 3 years with an average of 51% of students on-track or extending. This is 7% below the provincial average for students with disabilities or diverse abilities in grade 7.

Measure 1.2: Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments.

Evidence – Graduation Literacy Assessment – Grade 10

Analysis – Patterns and Trends Grade 10 Literacy

- The 2-year trend for all students in Grade 10 literacy is trending down slightly with an average of 71% of students proficient or extending. This is 3% below the 2-year Provincial average for students in Grade 10.
- The 2-year trend for Indigenous students in Grade 10 literacy is trending down with an average of 63% of Indigenous students proficient or extending. This is 8% above the 2-year Provincial average for Indigenous students in Grade 10. There is an average of 8% difference when comparing the percentage of non-Indigenous students proficient or extending in Grade 10 literacy compared to the percentage of Indigenous students over the past 2 years.
- The 2-year trend for students with disabilities or diverse abilities in Grade 10 literacy is trending up with an average of 46% of students with disabilities or diverse abilities proficient or extending. This is 8% below the 2-year Provincial average for students with disabilities or diverse abilities in Grade 10.

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level.

Measure 2.1: Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.

Evidence – Foundations Skills Assessment Numeracy

Analysis – Patterns and Trends Grade 4 Numeracy

- The 3-year trend for all students in Grade 4 numeracy is trending down with an average of 70% of students on-track or extending. This is 1% above the 3-year Provincial average for students in Grade 4.
- The 3-year trend for Indigenous students in Grade 4 numeracy is trending down with an average of 57% of Indigenous students on-track or extending. This is 5% above the 3-year Provincial average for Indigenous students in Grade 4. There is an average of 13% difference when comparing the percentage of non-Indigenous students on-track or extending in numeracy to the percentage of Indigenous students over the past 3 years.

- The 3-year trend for students with disabilities or diverse abilities in grade 4 numeracy is trending down over the past 3 years with an average of 52% of students on-track or extending. This is 4% below the provincial average for students with disabilities or diverse abilities in grade 4.

Analysis – Patterns and Trends Grade 7 Numeracy

- The 3-year trend for all students in Grade 7 numeracy is trending down with an average of 55% of students on-track or extending. This is 9% below the 3-year Provincial average for students in Grade 7.
- The 3-year trend for Indigenous students in Grade 7 numeracy is trending down with an average of 42% of Indigenous students on-track or extending. This is the same as the 3-year Provincial average for Indigenous students in Grade 7. There is an average of 13% difference when comparing the percentage of non-Indigenous students on-track or extending in numeracy to the percentage of Indigenous students over the past 3 years.
- The 3-year trend for students with disabilities or diverse abilities in grade 7 numeracy is trending down over the past 3 years with an average of 38% of students on-track or extending. This is 7% below the provincial average for students with disabilities or diverse abilities in grade 7.

Measure 2.2: Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.

Evidence – Graduation Numeracy Assessment – Grade 10

Analysis – Patterns and Trends Grade 10 Numeracy

- The 3-year trend for all students in Grade 10 numeracy is trending down with an average of 26% of students proficient or extending. This is 8% below the 3-year Provincial average for students in Grade 10.
- The 3-year trend for Indigenous students in Grade 10 numeracy is trending down with an average of 14% of Indigenous students proficient or extending. This is 2% below the 2-year Provincial average for Indigenous students in Grade 10. There is an average of 12% difference when comparing the percentage of non-Indigenous students proficient or extending in Grade 10 numeracy compared to the percentage of Indigenous students over the past 3 years.
- The 3-year trend for students with disabilities or diverse abilities in Grade 10 numeracy is trending up with an average of 18% of students with disabilities or diverse abilities proficient or extending. This is 8% below the 3-year Provincial average for students with disabilities or diverse abilities in Grade 10.

Measure 2.3: Number and percentage of students who are completing grade to grade transitions on time

Evidence – Ministry Grade to Grade Transition Data

Analysis – Patterns and Trends: Students Transitioning from Grade 10 to Grade 11 On Time

- The 3-year trend for students transitioning from grade 10 to grade 11 on time has been consistent at an average of 97% of students transitioning successfully over the past 3 years. This is 1% above the 3-year provincial average.

- The 3-year trend for Indigenous students transitioning from grade 10 to grade 11 on time has varied over the past 3 years at an average of 95% of students transitioning successfully over the past 3 years. This is 3% above the 3-year provincial average and 5% below the District average.
- The 3-year trend for students with disabilities or diverse abilities transitioning from grade 10 to grade 11 is trending slightly upwards at an average of 95% of students transitioning successfully over the past 3 years. This is 1% above the 3-year provincial average.

Analysis – Patterns and Trends: Students Transitioning from Grade 11 to Grade 12 On Time

- The 3-year trend for students transitioning from grade 11 to grade 12 on time is trending down slightly at an average of 96% of students transitioning successfully over the past 3 years. This 2% is above the 3-year provincial average.
- The 3-year trend for Indigenous students transitioning from grade 11 to grade 12 is trending down slightly over the past 3 years at an average of 93% of students transitioning successfully over the past 3 years. This is 6% above the 3-year provincial average and 3% below the District average.
- The 3-year trend for students with disabilities or diverse abilities transitioning from grade 11 to grade 12 is trending down slightly at an average of 94% of students transitioning successfully over the past 3 years. This is 3% above the 3-year provincial average.

Human and Social Development

Central Okanagan Public Schools develops in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well being; to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others.

Educational Outcome 3: Students will feel welcome, safe and connected to their school.

Measure 3.1: Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.

Evidence – Ministry Student Learning Survey

Analysis – Patterns and Trends: Students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.

- The 3-year trend for the percentage of students who feel welcome in their school has remained consistent over the past 3 years at an average of 68% of students in grades 4, 7, 10. This is the same percentage as the 3-year provincial average.
- The 3-year trend for the percentage of students who feel safe in their school has remained consistent over the past 3 years at an average of 75% of students in grades 4, 7, 10. This is the same percentage as the 3-year provincial average.
- The 3-year trend for the percentage of students who have a sense of belonging in their school has trended down slightly over the past 3 years at an average of 53% of students in grades 4, 7, 10. This is the same percentage as the 3-year provincial average.

Measure 3.2: Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

Evidence – Student Learning Survey

Analysis – Patterns and Trends: Students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

- The 3-year trend for the percentage of students who feel there are two or more adults at their school who care about them has trended down slightly over the past 3 years at an average of 66% of students in grades 4, 7, 10. This is 1% above 3-year provincial average.

Career Development

Central Okanagan Public Schools prepares students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

In partnership with BCIT, Okanagan College, the Justice Institute of BC, and UBC Okanagan, Career Life Programs offers 23 different industry certified dual credit programs to support students in trades, apprenticeships and academic post-secondary programs. These programs provide opportunities for high school students to start a post-secondary program while completing their high school graduation.

Educational Outcome 4: Students will graduate.

Measure 4.1: Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

Analysis – Patterns and Trends: Percentage of Resident Students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

- The 3-year trend for percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8 is trending up at an average of 91% of students. This is 6% above the 3-year provincial average.
- The 3-year trend for percentage of resident Indigenous students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8 is trending up at an average of 76% of Indigenous students. This is 14% above the 3-year provincial average and 15% below the District average.
- The 3-year trend for percentage of resident students with disabilities or diverse abilities who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8 is trending up at an average of 67% of students with disabilities or diverse abilities. This is 3% above the 3-year provincial average and 24% below the District average.

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

Measure 5.1: Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.

Analysis – Patterns and Trends: Students Transitioning to BC Post-Secondary Institutions within 1 and 3 years

Transition Rate Within 1 Year.

- The 5-year trend for percentage of students transitioning to BC post-secondary institutions within 1 year is trending down at an average of 50% of students. This is 4% below the 5-year provincial average.
- The 5-year trend for percentage of Indigenous students transitioning to BC post-secondary institutions within 1 year is trending down at an average of 39% of students. This is 5% above the 5-year provincial average.
- The 5-year trend for percentage of students with disabilities or diverse abilities transitioning to BC post-secondary institutions within 1 year is trending down at an average of 39% of students. This is 3% below the 5-year provincial average.

Transition Rate Within 3 Years.

- The 5-year trend for percentage of students transitioning to BC post-secondary institutions within 3 years is trending up at an average of 65% of students. This is 2% below the 5-year provincial average.
- The 5-year trend for percentage of Indigenous students transitioning to BC post-secondary institutions within 3 years is trending down at an average of 55% of students. This is 1% above the 5-year provincial average.
- The 5-year trend for percentage of students with disabilities or diverse abilities transitioning to BC post-secondary institutions within 3 years has remained consistent at an average of 55% of students. This is 2% below the 5-year provincial average.

Existing and/or Emerging Areas of Need

In response to the analysis of patterns and trends of student performance evident in local and provincial assessment data, Central Okanagan Public Schools has identified the following existing and emerging areas of need for the next several years:

- Numeracy – Focus at All Grade Levels
- Literacy – A Focus on the Middle Years
- Transition to Post-Secondary

Numeracy – A Focus at All Grade Levels

- The trend line of the percentage of students that are on-track or proficient in numeracy on provincial numeracy assessments has been trending down at all grade levels for the past three years. The percentage of students on-track or proficient in numeracy decreases as students transition through the grade levels. In addition, student performance in numeracy has been consistently below the provincial average. Similar patterns and trends exist for Indigenous learners revealing a consistent, significant performance difference between Indigenous and non-Indigenous learners in numeracy.

Literacy – A Focus on the Middle Years

- The 3-year trend for all students in Grade 4 Literacy/Reading is trending upwards with an average of 79% of students on-track or extending. This is 2% above the 3-year Provincial average for students in Grade 4 over the past 3 years.
- The 3-year trend for all students in Grade 7 Literacy/Reading is trending down with an average of 73% of students on-track or extending. This is 3% below the 3-year Provincial average for students in Grade 7 over the past 3 years.
- The 3-year trend for Indigenous students in Grade 7 Literacy/Reading is trending down with an average of 60% of Indigenous students on-track or extending. This is 1% above the 3-year Provincial average for Indigenous students in Grade 7. There is an average of 13% difference when comparing the percentage of non-Indigenous students on-track or extending in literacy/reading to the percentage of Indigenous students over the past 3 years.

Transition to Post-Secondary

- The 5-year trend for percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years is trending down at an average of 50% of students. This is 4% below the 5-year provincial average.
- The 5-year trend for percentage of Indigenous students transitioning to Canadian post-secondary institutions within 1 and 3 years is trending down at an average of 39% of students. This is 5% above the 5-year provincial average and 11% below the District average.
- The 5-year trend for percentage of students with disabilities or diverse abilities transitioning to Canadian post-secondary institutions within 1 and 3 years is trending down at an average of 39% of students. This is 3% below the 5-year provincial average and 11% below the District average.

Adjustments and Adaptations

In response to the analysis of student performance data and learning evidence, Central Okanagan Public Schools will be adjusting and adapting strategies and structures in the following areas during the 2022 – 2023 school year

Aligning Systems and Structures to deepen Coherence

- Alignment of professional learning in the following learning leadership structures
 - Central Okanagan Leadership Team Meetings
 - Family of Schools Meetings
 - Teacher Leadership Academy
 - New Principal/Vice-Principal Network

- Focus professional learning on diversity, equity and inclusion guided by Shane Safir & Jamila Dugan.
- Alignment of the School Community Student Learning Plans to the District Strategic Plan and the Equity in Action Agreement for Truth and Reconciliation.
- Implement the K – 12 Evidence of Learning Continuum and continue to support the use of evidence in practice.

Advancing Equity in Action for Truth and Reconciliation

- Extend the Elders in Residence support program.
- Expand participation in the second year of UBCO/SD23 – Co-Curricular Making Research Project to learn how to decolonize learning spaces and embed local Indigenous teachings within curriculum (K-12).
- Expand the Academy of Land-Based Learning to support more Indigenous Learners.
- Increase Middle School Tutors to support Indigenous learners in middle schools and Westbank First Nation Youth Centre.
- Continue to prepare for the implementation of the Indigenous focused Graduation Requirement.

Improving Student Numeracy Outcomes for all Students

- Establish Middle Level Numeracy Assessment Network.
- Develop and pilot a local K – 9 competency-based numeracy assessment.
- Instructional Leadership Team support for school-based administrators and teachers focussed on numeracy pedagogy and instructional practice.
- Support and training for administrators and teachers in the use of student performance analytical tools that inform instruction.

Alignment for Successful Implementation

Central Okanagan Public Schools is a research-based, evidence informed organization that continuously learns, adjusts, adapts and responds to the diverse learning needs of students and staff in a complex, interdependent learning ecosystem.

The system is focussed on deepening understanding of pedagogy and the pedagogical core as the fundamental means to achieve equity and excellence for each learner.

This work is guided by educational researchers and thought leaders from around the globe. For the 2022 – 2023 school year, District and school education leaders are engaged in professional learning guided by the following:

- Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation, Shane Safir and Jamila Dugan, 2021
- Community: The Structure of Belonging, Peter Block, 2018
- Leading Through Spirals of Inquiry: For Equity and Quality, Judy Halbert and Linda Kaser, 2022
- The Nature of Learning: Using Research to Inspire Practice, OECD, 2021

The District prioritizes resources to support the following strategies and structures to bring further alignment across all schools and deepen coherence and understanding of pedagogy that will achieve the District's Overarching Goal:

- Competency-Based Learning Leadership Development Program
- Instructional Leadership Team
- Collaborative Learning Services
- Professional Learning Networks
- Inclusive Education Team
- Learning Technology Services

Appendices

- A. Superintendent of Schools/CEO Report on Student Achievement June 2022
- B. Enhancing Student Learning Report Data
- C. Second Annual Report for Equity in Action Agreement for Truth and Reconciliation 2020-2025